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This booklet presents hints, tips, and supplementary suggestions (in the areas of health and safety) for the less experienced preschool teacher. In the section "Living in Health," means for maintaining health and daily routines are discussed. "Practicing Safety" includes sections on responsibility and prevention. "Growing Big and Strong" covers physical development and nutrition, while "Discovering Self" discusses self-identity and answering questions. In the section "Using Community Resources," ways in which parents and community workers can be helpful are cited. Also given are suggestions about visitors, field trips, and followup activities. An extensive appendix includes books to read with preschool children, books for adults to read, records, films, posters, other sources of information, and a list of publishers and book wholesalers. (JS)

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HEAD START ON HEALTH

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INTRODUCTION

This booklet presents an outline of hints, tips, and supplementary suggestions for the less experienced preschool teacher, in the area of health and safety. The reading list suggests possibilities for further learning on the part of the teacher and materials for her to use with her class and with the parents of children she teaches.

It is expected that the individual teacher will select from the material presented that which best fits her needs. It may often be necessary to adapt suggestions to fit the particular circumstance.

Other booklets in this series are *Using Music with Head Start Children* and *Big Questions and Little Children: Science and Head Start*, available in limited quantity from the Clearinghouse.

HEALTH AND HEAD START

A Word to the Teacher

Pablo helps Sam wash the dishes in the doll corner. The soap makes the dishes slippery, and he laughs as they slide from his hand back into the water.

George says, "Look, teacher," and smiles through the lather from his toothbrush. He squeezes an extra lump of toothpaste onto his tongue before he puts the cap back on and puts the tube away.

"You can't be a riding policeman," says Joel to Marie; "All the tricycles are busy." "O.K.," says Marie, "I'll be the traffic lady that tells you when to stop." These children are all involved in learning how to grow up to be safe and healthy.

Head Start is concerned about the total child. It is difficult to separate the mental from the physical and the social aspects of health. A healthy child is active, alert, and free from illness. Not only must his body be healthy, but his attitudes about himself and his world must make sense to him, and his relationships with other people around him must be constructive for him to live successfully.

As children learn to develop the habits which will help their bodies fight off disease, they can also learn the independence that will prepare them for coping with new situations. As they learn to recognize hazards to their safety, they can develop the skills for becoming responsible for their own safety. As they see themselves succeeding in the life of the group, they become more aware of their value as human beings.

Health activities are a part of everyone's daily life. It is a good idea to teach health and safety in relation to the needs of the child to remain safe and healthy. Health is a basic part of the program, not an activity for one hour a week. It arises out of the need of the group to live and play together for the benefit of all.

LIVING IN HEALTH

MAINTAINING HEALTH

Morning Inspection

Children should learn to come to you when they are ill or hurt. A sympathetic attitude and your full attention will encourage a child to trust you.

Children are highly susceptible to communicable diseases.

Each morning an inspection should be made of each child as he arrives. You should be cheerful and friendly.

Make inspection a time when he has your complete attention for a moment or two, and he will look forward to it.

The object of morning inspection is to detect illness that needs treatment or which might infect other children.

In some schools, a doctor, nurse, or aide does the inspection. When this happens, you should greet the child and help him get ready for the nurse.

Don't skip morning inspection if, on some days, it is inconvenient. The child needs the protection of healthy classmates.

Recognizing Illness

Ask a doctor to help you learn what to look for and how to interpret what you see. He will also be able to tell you what diseases are common in your area.

Red splotches or white spots in the throat may indicate infection.

Red or watery eyes and blotchy or pale skin may be a symptom of disease.

The children may come with untreated cuts or burns which need to be cared for.

Observe throughout the day: often symptoms do not show up until later.

Vomiting may indicate nervousness or illness.

Watch for a child who squints or holds material close to his face. He may need to have an eye examination.

Note the child who does not respond to group directions or turns his head with the same ear toward a person who is addressing him. He may have a hearing problem.

Be alert to throaty speech, nasality and mouth breathing.

Feel behind the ears for lumps and swollen glands.

Be informed about known allergies the child has and learn the symptoms.

Refer any child suspected of being ill to the school nurse or other medical person.

Preventive Measures

Keep the classroom clean.

Be sure cups, plates, and utensils used for meals are disinfected after each use. Use paper cups whenever possible.

Help children learn to stay away from people with colds and to sneeze or cough into a tissue.

Be sure that children who get wet change into dry clothes and dry shoes and socks.

Send children home if they have a communicable disease. If they cannot go home, provide a suitable place for them to stay at school. If should be warm and away from other children.

Keep children's personal items stored separately.

Help them understand why some routines are changed because of the weather.

Learning About Diseases

Children can begin to learn some of the ways germs can be passed from one person to another.

They should learn how we can protect ourselves and others from disease.

The factors which cause disease could be explored with the class.

Children may want to know what happens when someone is ill, how they feel, and what they can do to get better.

Preparing for Examinations

Examinations by doctors or dentists are sometimes made at school. Here are some ways you can help during these examinations.

Tell the children beforehand what to expect. "The doctor will look at your throat and listen to your chest." Tell the truth. Check with the doctor to be sure of your information. Don't tell the child it won't hurt if it will.

Familiarize the child with instruments to be used: scale, tongue depressor, stethoscope, measuring stick.

For eye tests, help children learn to recognize the "E" if that will be used. Teach them how to respond to questions the doctor will ask.

As the teacher, you know the children's usual reactions, and it is helpful if you are there to give each child individual support.

Help the children if they must remove any clothing.

Have a table nearby with books and puzzles to amuse children who must wait.

If a child seems fearful, comfort him and reassure him. Try to interest him in something else.

Help the child dress himself afterwards. Talk with him about the

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examination. Let him tell you what he liked or didn't like. Help him learn that he can live through periods of fear or uncertainty.

DAILY ROUTINES

Keeping Clean

Help children learn that healthy habits of cleanliness and personal grooming make them feel well.

Introduce health practices early in the year so the children have time to practice them routinely.

Allow time, especially at first, for the children to become familiar with the equipment and the procedure.

Have soap, towels, and water convenient for the child.

Help children learn to wash cuts and scratches with soap and water.

Set a good example by washing your hands often.

Have tissues available for use as needed.

Encourage children to cover mouth when coughing and nose when sneezing.

Teach them to keep hands and toys out of mouth, nose, and ears.

To see how things get dirty, let children wear white gloves and see how fast the gloves get dirty.

Encourage the children to do as much as they can for themselves.

Using Toilet Facilities

Adults are apt to have strong feelings about behavior appropriate in the bathroom. Be sure that you examine your own feelings before working with young children.

Allow children to use the bathroom whenever necessary.

Usually boys and girls will share the same bathroom in preschool classes.

Using the bathroom is often a social experience for young children. They may talk to each other more freely in the bathroom than in the playroom.

The height of toilets and washbowls should be such that children can learn to use them independently. If not, sturdy, low platforms or safe steps should be provided.

Some children may need to observe others before they will be willing to use the toilet. Others will want to be alone. This should be allowed. Remain near in case they need help later.

Sometimes a child will refuse to use the toilet. This must be handled with patience. Perhaps talking to his parents will help you understand what his objection is. The problem may be completely unrelated to the bathroom.

Be prepared to clean up many puddles. Let the children know that you still like them even if they wet their pants. If it happens frequently or if you cannot remain patient, ask the school nurse, psychiatrist, or social worker for assistance.

As children use the bathroom together, they will notice physical differences. Discuss their questions without embarrassment. Call each body part by its proper name.

Explain that many things have several names. They may use their own favorite term, but tell them, for example, "The proper name is *toilet*."

Brushing Teeth

Provide each child with his own toothpaste or powder and his own toothbrush, if possible.

Have him store it in his own place: cupboard or shelf marked with his name.

Show him how to brush his teeth by example or by guiding his hand. Allow time for him to brush his own teeth and extra time

to enjoy the taste of the toothpaste. Never make toothbrushing a punishment.

Allow the child to brush his teeth whenever he wants to, but encourage it after meals and allow time in the schedule.

Help children get acquainted with the dentist and his job. Pictures, visitors, stories, or trips might help the child learn about his teeth.

Dressing

Have extra clothes at school in case of an unplanned messy activity. Then the child won't have to wear wet clothes the rest of the day. He doesn't have to feel limited in the types of activities in which he can participate. Other children won't tease him for being wet.

Encourage independence, expect children to take off and put on their own clothing.

Give help where needed. Stubborn buttons, tight boots, mittens, hard working zippers, and tiny snaps may present difficulties. Sometimes you can start the zipper and the child will finish it.

Children may want to help other children; encourage this.

Sitting on the floor makes some dressing tasks easier.

Help children notice that we wear different kinds of clothes in different kinds of weather.

Caring for Personal Items

Keep the child's toothbrush, toothpaste, comb, extra clothes, blanket, sheet, and washcloth in his own cubicle, shelf, or other space provided.

Have each child's belongings marked with his own name even if he can't read it yet.

Putting Away Toys

As the children learn to care for themselves and to care for their room, they develop the concepts of order and cleanliness.

Cleaning up is more fun when each toy has its own place and is marked so that the children can find where it goes. Squares, rectangles, and other shapes drawn on the block shelf teach children where each size block belongs. Pictures of trucks, dolls, or scissors can be used to mark those areas.

Toys and equipment should be stored next to things which are logically classified with that item. For example, trucks might be next to the blocks because they are used with blocks in play.

Organization of storage space helps children learn to classify and group objects. For instance, paint, brushes, and easels should be stored together.

Five minutes before you want to clean up you might say, "Soon it will be time to clean up for lunch. Would you like to ride around the playground once more?" or "Would you like to find the tallest block to put on the very top?"

It is better to make a specific suggestion. "Tommy, where would you put this block?" or "Would you rather put away blocks or trucks?"

Other children can help clean up even if they haven't been using the toys that are out.

Encourage each child to put away at least one thing. Give praise when the children do help, especially if they don't seem interested in the activity.

Play a game as you work. Singing a song helps make it more fun. "This is the way we stack the books..." "It is fun to be a helper..."

PRACTICING SAFETY

RESPONSIBILITY

Dealing with Danger

Exactly what you teach the class about safety depends a great deal on the way they come to school, the classroom environment, and the characteristics of the community.

Take into account what the dangers might be for each child.

Hazards and accidents can happen in any environment, so all children should be trained to prevent them, recognize them, and cope with them.

Be sure children are safe before trying to teach other concepts or work on other problems. Safety is still primarily the teacher's responsibility.

Help the children learn what to DO when faced with one of these dangers. "Stand very still when a bee flies near you." "Walk with friends or people you know if your parents don't bring you." "Tell the teacher or your parents if anything happens that you didn't expect or that scares you."

Provide experiences instead of just discussing safety with the group. Go for a walk and point out dangers.

Handling Accidents

The class should learn that an accident is something which happens that is unexpected and unfortunate. They shouldn't feel burdened with guilt for having caused one.

If a child has an accident, first deal with the problem. Then when he is safe, but while he still remembers the incident, tell him what he can do next time to prevent the same thing from happening again. "Next time you go through the door, push on the bar instead of on the glass."

Stop the child from hurting himself or others. Don't moralize: "Bobby, stop hitting Harold. Come for a walk with me," or "Put on your coat and we'll play outside," NOT "Why do you want to hit Harold; good little boys don't hit other people..."

Preschoolers shouldn't be forced to say "I'm sorry," or to shake hands. If they choose not to do so, the matter should be dropped.

Pat was pulling his wagon by walking backwards. He bumped into Janie accidently. She fell and got a bloody nose. Pat was upset and realized he had hurt his friend. His teacher said, "Would you like to tell Janie that you didn't mean to hurt her and you are sorry?" Pat learned what being sorry felt like.

Under normal conditions, ask children when you want them to do something. Use "Please" and "Thank you" as often as possible. Save "No," "Don't," "Stop," and command statements for emergencies.

Sometimes a question doesn't work as well as offering a choice. Be sure that when you offer a choice you will accept the choice the child makes.

Meeting Emergencies

During an emergency, focus your thoughts on *what to do*. When it is over, then you can "fall apart."

Know what to do in an emergency. If possible, learn first aid for bleeding, burns, poisoning, and failure to breathe.

Find out what to do and whom to contact at your particular school if these things occur.

Learn where first aid supplies are kept. Find out in which cases parents should be contacted and who should contact them.

It is better to know all these things and never have to use them than to have an emergency and not know what to do.

Find out what is expected of you and your class in case of fire, tornado, or civil defense warning.

Help your class learn the signals which indicate fire or storms. Teach them what to do. Practice before there is an actual drill.

PREVENTION

Being Careful

Always be alert for dangerous situations and behavior.

Make sure there is room enough for games being played. Ball throwing needs more room than a singing game. Swings need room to swing. Jumping needs a place to land.

A work bench with carpenter tools or plumbing supplies is an excellent experience, especially for boys, but extra safety precautions will be necessary.

Teach children how to use the tools and where to store them. Supervise closely, but don't interfere with their work. Avoid overcrowding; encourage them to take turns.

Emphasize the proper function of various toys, but don't limit the children's imagination. "Blocks are for building. We can make skyscrapers, roads, houses, mountains."

"The water table is lots of fun. We wear our plastic aprons when we play in the water so we can enjoy our play without worrying about our clothes."

If children ask for a reason, explain in a simple manner. Help them understand the "whys" involved so that they will learn that they live in a rational world.

Recognizing Hazards

The children want to learn the rules that set limits for their conduct in school. We often say a child wants to see "how far he can go." Once he knows what the limits are, he will feel more at ease.

It is easier for children to think of rules in terms of themselves. "You may not hit Curtis, and he may not hit you. I won't let either of you get hurt."

The class will have to learn what places are safe for playing and what dangers must be avoided.

They can begin to recognize hazards: the stove or radiator is hot; the floor is slick; the saw can cut; the glass can break.

Teach children how to hold pets. Overhandled or teased animals may bite or scratch.

Help them learn how to deal with their own experiences, crossing the street, swimming, and meeting new people.

Teach the class to be cautious with strangers or animals they don't know.

Try not to scare children unnecessarily. Treat safety seriously but not in a frightening way.

GROWING BIG AND STRONG

PHYSICAL DEVELOPMENT

Rest and Relaxation

The important part of resting is for the children to relax.

Not all children relax best in the same way. Try to understand the needs of each child for resting.

Allow various kinds of resting as long as they do not interfere with someone else's rest.

Allow the freedom not to rest.

Rest hour can be very frightening for a child if he is left all alone in the dark. He may have many kinds of fears.

Looking at a book, holding a favorite doll, toy, or blanket, or having some lights on might help reduce the fear.

Tell the child you understand that he is afraid but you will keep him from being harmed.

Don't agree with his fears. When an adult sweeps away the imaginary snakes, the child thinks that the snakes were really there. If he thinks there are snakes or bears, say, "I know you like to pretend there are snakes under your bed. We both know there aren't really any there, but even if there were some, I wouldn't let you get hurt." You should teach him that there isn't anything to be afraid of and tell him that when he is bigger, he won't be afraid. At the same time, show him that you understand what it is like to be afraid and that you understand and enjoy pretending.

Let the children know that nap time is coming so they will have time to get ready. "In a little while we will put away our toys and get ready to rest."

Alternate active and quiet play. A child who has been running

and playing outside might work on a puzzle or listen to records. One who has been dancing might be ready for a nap. A child who has been reading might be ready to ride a tricycle.

Group activities should also be varied. Quiet play alternated with active play will help children not get too tired.

Children can watch their pets and learn that animals rest, too.

Most centers are required to have a rest period for preschool children. Rugs, blankets, sheets, or pillows used should be individually marked.

Each child's bedding should be stored separately to keep possible infections from spreading.

Exercise

Provide equipment and space for activities which use the large muscles of the child's body. Bending, climbing, lifting, running, and jumping are all good exercises.

Materials and equipment should be introduced gradually through the school year. Children with few possessions at home should not be overwhelmed with too much at one time.

Provide outdoor play periods when weather permits.

Sharp, heavy, or breakable items should not be taken up climbing apparatus.

Help children learn to climb down. Don't just lift them off.

Materials for small muscle development might include puzzles, scissors, large crayons, arithmetic materials, paint brushes, sand toys, clay, simple musical instruments, and a phonograph.

Know the characteristics of the children you are working with. Learn what they are growing toward and what stage to expect next.

Avoid comparing children. They will not grow and develop skills at the same rate.

Taking Turns

The actual words "taking turns" do not have much meaning at first for a child, and it is difficult for him to have a concept of time clear enough to understand that "later" means the activity is postponed and not denied.

Watch crowding on equipment. Encourage children to take turns.

"Sol, you hold the ball while Manual rides the tricycle in a big circle, and then he can hold the ball while you ride around."

"We all go the same way on the slide. After you slide down, walk in a big circle to get ready to climb the ladder again."

Linda and Tonia were playing with dolls. First Tonia would push the doll buggy across the room and back, and then Linda would push the buggy across and back. They had been playing happily for some time when Linda said, "Hey, we're taking turns."

Your Body

Teach names of body parts: arm, leg, finger, head, face, ear, and toenail.

Some Head Start classes have become very interested in how the body works. If your class does, you might buy a beef heart and let the children examine it.

As the child discovers how the bodies of animals work, you can relate the experience to the way his own body works.

Chicken feet will curl their claws when you pull on the tendon in the heel. This is similar to the movement made by the child's fingers.

Lungs can be inflated and deflated, or balloons can be used to show how the lungs work.

Models are available which show how many parts of the body work. (See list of supplies.)

Don't do any of these things if you cannot act matter-of-fact about it.

Don't insist upon this kind of experience if the children aren't interested.

Growing Up

Mark the children's heights on a paper or posterboard fastened to the wall. Do it once in the fall and again in the spring so they can see how much they've grown.

Projects can help children see how living things grow. Some possibilities are guppies, frogs eggs, chicks, white rats, guinea pigs, hamsters, rabbits, butterflies, and seeds.

Be sure any animals kept at school are healthy and harmless. Care for the animal's health. Avoid drafts or other hazards.

It is better not to keep an animal in the classroom that shouldn't be left alone at night or on weekends. Cats and dogs need to be cared for during these times.

NUTRITION

Balanced Meals

Snacks and noon meals contribute to good nutrition, keep children from getting too tired, and help them learn more easily.

Children must be relaxed in order to eat. Your attitude makes a big difference here.

It is easier for a child to eat if the food is attractively served.

Preschoolers don't eat as much as adults. Their appetites may vary from day to day.

Provide a balanced diet. Include all the basic food groups necessary for growth.

Vegetables may be easier to eat as "finger food." Raw carrots, celery, turnips, radishes, cauliflower, and cherry tomatoes are all good this way.

When serving, put a small amount of each item on each child's

plate. Be sure he knows there is more food available in case he is still hungry.

Be sure each child has the opportunity to drink plenty of milk, water, or juice during the day.

Encourage them to try everything, but if they refuse, don't insist. A skillful teacher can make mealtime so appealing that eating seems like an adventure.

New Foods

Help each child learn to accept and like different kinds of food.

Let him learn to identify many kinds of foods.

You might introduce new foods as snacks.

Have a tasting party for new foods (bean cakes, potato cakes, tuna cakes, bananas, mangos, pomegranates). What does it look like? What does it feel like? Describe it (crunchy, soft, smooth, rough).

Don't offer too many new foods at once.

The children could help prepare a food that is new to them (stir lemonade, squeeze oranges, shake instant pudding, mix corn-bread).

Offer a small amount of a new food at first.

Encourage each child to talk, to learn new names, and to learn tasks involved.

Don't force children to eat. Make food look appetizing. Make tasting the food seem like fun.

Later the children will learn that different families eat different kinds of food. You might find mothers who would visit the class to share the foods they like. Mrs. Roderiguez could show how to make tortillas, Mrs. Freeman might help the children cook grits, and Mrs. Masumdar might come in her sari and bring Gulab Jamun, an Indian dessert.

Mealtime Behavior

Sometimes a child might not have used silverware and may need some help in learning how to use it.

Don't insist that he use his silverware all the time. Sometimes a child may need to eat with his fingers for a while. When he is ready he will imitate the example that you set as you eat with him.

Some children enjoy their food more and learn to like a greater variety of foods if they can experiment with their food. Sidney may wiggle his jello. Jules may line up his peas. Oliver may squeeze his ice cream.

If such play disrupts other children, the child could be given more room, or he and the teacher may eat at another table so he can experiment all he wants. He shouldn't be punished for enjoying his lunch.

Encourage each child to feed himself, pour his own milk, butter his own bread and serve others. Provide small pitchers, soft butter, and food that is easy to eat.

Don't insist that children eat everything on their plates.

Don't withhold deserts or any other part of the meal as a punishment. Each part of the meal is important nutritionally. Withholding dessert places a special importance on it which should not be there.

Never offer rewards for eating.

Try to have pleasant, quiet conversation at the table instead of yelling or scolding.

Talk about where foods come from, what cooking is, and what different people and animals eat.

Help each child notice colors, shapes, textures, smells, and other properties of foods.

Encourage children to talk to each other.

DISCOVERING SELF

LEARNING ABOUT YOURSELF

Self-Identity

Children must discover their own uniqueness (I am I). Then they can learn that different people do things different ways. Use the children's names regularly.

Have a full-length mirror in the classroom so children can look at reflections of themselves.

Comment on the children's appearance. "Cathy, your red ribbon looks so pretty in your black hair." Let Cathy see it in the mirror as you say it, touch the ribbon and the hair.

Let the children talk about skin colors; take the position that all skin colors are beautiful. Never allow anyone to rate one color above another.

Take pictures (Polaroid, if possible) of the children so that they can learn to identify an image of themselves as well as of the others.

Record children's voices on a tape recorder so they can hear how they sound.

Let them collect and take home their own work. Display it in the classroom also.

Birth and Growth

Through the conversation and activities of the class, you will be trying to teach concepts related to birth and growth. The following list should give you some idea of the basic facts that children can understand and should know.

Help children learn that life comes from life.

All babies come from mothers. Some children may be raised by a substitute mother.

All animals produce babies of the same kind. There must be a father and mother. Father and mother cats have kittens, mother cows have calves, human mothers have human babies, and they never get mixed up.

Children resemble their parents.

A child might say that there is no father in his family. He still had a father before he was born. Be sure the child doesn't feel rejected because of it.

Children shouldn't worry about having babies. Reassure them by explaining that little children don't have babies.

Children should learn that they will grow older and bigger. Four-year-olds won't be 2 years old again. They are finished with being a little baby. They will grow and grow until they are adults. Girls will grow up to be women; boys will become men. Both men and women are necessary in the world.

At this age, some children may worry about changing sex. Assure them that boys always stay boys and girls will remain girls. A boy can wear girl's clothes in the dress up corner, but he will still be a boy.

ANSWERING QUESTIONS

Determine The Real Question

Sometimes a question a child asks will mean something much more complicated to an adult. Try to decide what the child means by his question. "Where did the goldfish come from?" might mean "Where did you get it?" instead of "How was it created?"

Asking a question may help to clarify what the child wants to know.

"Where do the baby rabbits come out?"
"Out of what?"
"Out of their nest." "Out of their mother."

Giving a simple answer first will bring another question if the child isn't satisfied.

"Where do the rabbits live before they are born?"
"Inside the mother."
"Where inside?"
"In a special place called a womb."
"Can I see it?"
"No, but we can look at a picture..."

Avoid Embarrassment

Always tell the truth.

Never put off a question.

Use correct terms.

Answer what the child asks; don't try to answer more.

Be aware of your own feelings; try to be factual and unemotional.

The child isn't embarrassed unless you are.

If you feel you do not have the right information or the right words, refer to the suggested reading material in this area.

USING COMMUNITY RESOURCES

WHO

Parents

Parents may join children for lunch sometimes to observe the way meals are prepared and served, to see children's eating habits and to watch teaching procedures. The child takes pride in having his parents share a meal with the class.

In some schools parents may observe the class in the morning and then meet with the teachers in the afternoon.

When parents ask questions about things they see done at school, the teacher can explain why they were done. She may also suggest ways of adapting techniques used at school to situations in the home.

Remember parents want the best for their children, but they may be defensive or sensitive about accepting new ideas.

Teachers should make every effort to be friendly and encourage questions from parents. Parents are able to supply information which teachers need to know regarding their child and about the community.

Parents can help the teacher with projects or trips.

Parents often work with Head Start classes as health aides or teacher aides. They can help the nurses and teachers understand the community. They can share responsibility with the teacher for many classroom routines.

A boy learns how to be a man by what he sees men doing and by what adults expect of him.

There should be adults of both sexes around the classroom for the children to identify with.

If there are no male teachers, make arrangements for a friendly father, janitor, doctor, or policeman to be a frequent visitor.

You might use fathers as helpers in the class. They could repair equipment, supervise play in the playground or read to the children.

Community Workers

In order for a child to feel like a part of his community, he should be familiar with it.

The children should have an opportunity to become acquainted with health services before they need to use them. They can explore and ask questions on a class visit that might not be appropriate at another time.

The workers who contribute to the health and safety of the community could help your class learn about health and safety.

Be honest with children. Don't say the police are friendly if they aren't. Account for unfriendly ones if you know they exist. Try to be factual. Try not to pass your own prejudice on to the children.

Health and safety workers may serve as adult models for a child as he becomes aware of the roles that men have in the world of work.

Personal encounters give the child more information on which to draw for dramatic play or for relating to new experiences.

HOW

Visitors

This is a good way to extend the limits of the classroom without the complications of a trip.

Be sure the visitor knows what is appropriate for children this age. Prepare the children for the visit.

Field Trips

Trips contribute to the concept of a larger environment: "my house, my block, my city."

These provide a chance for children to build images and memories.

Decide on your purpose for taking a trip before making your plans.

Make arrangements ahead of time for transportation, permissions, and timing.

Prepare the staff and personnel involved at the place to be visited for the arrival of your group.

Ask a few adults to go along to help supervise the children and answer questions.

Help the children know what to expect and what to look for.

Limit the schedule to one or two items of interest.

Be prepared to change plans if it seems appropriate. The children may become interested in something other than the main object of your trip.

A walk around the block can teach as much as a trip across town. There is value in repeating a trip at a different season or looking for different things.

Follow Up

Read stories about the place or people you visited.

Have pictures of them in the classroom to stimulate questions and discussions.

Have play equipment and costumes to encourage imaginative play.

Encourage conversation about the trip to help clear up misunderstandings.

Allow time for the children to absorb the experience. Wait for paintings and play related to the trip to develop spontaneously. It may take a month or more before they are ready to respond.

People to Meet and Places to Go

Choose people and places that will have meaning to the class. Help each child understand what work is done by these people or in these places. Explain how these people help the children and contribute to the community.

Some suggestions:

-doctor–health clinic
-nurse–hospital
-dentist–dentist's office
-eye doctor
-social worker
-nutritionist
-speech therapist
-ambulance driver–funeral home
-veterinarian–veterinary clinic
-meat inspector
-water sanitation engineer–street sweeping machine
-garbage collector–garbage truck
-fireman–fire station
-policeman–precinct headquarters–court–jail
-crossing guard
-bus driver–bus
-forest ranger–ranger tower
-airport
-lifeguards
-coast guard
-Red Cross–rescue squad
-civil defense headquarters–fallout shelter

THINGS TO READ

BOOKS TO USE WITH PRESCHOOL CHILDREN

The books below are included to be read to or by children. They should be selected by the teacher or parent on the basis of whether or not they are appropriate to the reader. Their inclusion on this list does not mean they are endorsed by the ERIC Clearinghouse.

Adshead, Gladys L. *Brownies hush.* New York: Walck, 1959. $3.25.
A story for the littlest children of the brownies' helpful ways.

Aldis, Dorothy. *All together.* New York: Putnam, 1952. $4.50.
One hundred and forty-four poems that tell of day-to-day events in the lives of very young children.

Bason, Lillian. *Eric and the little canal boat.* New York: Parents Magazine Press, 1967. $3.50.
Eric, a little Swedish boy, learns how to keep the boat on time and the passengers happy.

Berger, Tidwell and Berger, Haseltin. *Visit to the doctor.* New York: Grosset and Dunlap, 1965. $2.59.
A good introduction to the world of doctors, nurses, and medicine.

Chase, Francine. *Visit to the hospital.* New York: Grosset and Dunlap, 1965. $2.59.

Ciardi, John. *You know who?* Philadelphia: Lippincott, 1964. $2.93.
Humorous poems tell about the misadventures of naughty boys and girls.

Cochrane, Joanna. *Let's go to a sanitation department.* New York: Putnam, 1958. $1.95.
The methods and equipment used in large cities for garbage disposal, street cleaning, and snow and ice removal.

Colonius, Lillian. *At the airport.* Chicago: Melmont. $2.50.
Photographs and simple text tell of children's visit to a spot of interest. Also *At the bakery, At the library, At the post office.*

Coudey, Alice E. *Here come the raccoons.* New York: Scribner's.
A life cycle simply written. Also *Here come the elephants, Here come the beavers,* and *Here come the deer.*

Dorian, Marguerite. *The alligator's toothache.* New York: Lothrop, Lee and Shepard, 1961. $3.50.
Alli, the alligator, tries to avoid going to the dentist and then finds out it isn't as bad as he expected.

Dugan, William. *The sign book.* Racine, Wisconsin: Western, 1961. $2.66.

Friedrich, Priscilla and Friedrich, Otto. *Clean Clarence.* New York: Lothrop, Lee and Shepard, 1958. $3.13.
Clarence was a very unusual pig who liked to be mannerly and stay clean. This is the story of how he changed from a clean pig to a fairly clean pig – and as a result he had much more fun.

Garelick, May. *What's inside?* New York: William R. Scott, 1955. $2.75.
Stunning photographs and simple text show the stages of development from egg to gosling.

Garn, Bernard J. *Visit to the dentist.* New York: Grosset and Dunlap, 1965. $2.59.
A gentle and informative introduction to the dentist.

Greene, Carla. *I want to be a dentist.* New York: Harper and Row, 1960. $2.50.
The dental profession is described in easy language.

Grieder, Walter. *The great feast.* New York: Parents Magazine Press, 1968. $3.50.
This German story of a wedding feast tells of the young children's enjoyment of the celebration.

Hamada, Hirosuki. *The tears of the dragon.* New York: Parents Magazine Press, 1967. $3.50.
All the people feared this dragon, but Akito invited the dragon to his birthday party and brought about a miracle.

Hobson, Laura Z. *I'm going to have a baby.* New York: John Day, 1967, $3.50.
When six-year-old Chris learns he is to have a baby brother or sister he tells the story to the rest of the world.

Hopkins, Marjorie. *The three visitors.* New York: Parents Magazine Press, 1967. $3.50.
In this story of a little Eskimo child, Nuka Cham learns that little kindnesses bring great rewards.

Howard, Nancy de Beers: *Three Billy's go to town.* New York: Parents Magazine Press. 1967. $3.50.
Three possums all named Billy go to town and have different experiences.

Hurd, Edith. *Mr. Charlie, the fireman's friend.* Eau Claire: Hale, 1958. $3.25.
Charlie was a member of the Fire Bell Club, whenever the bell clanged, the men ran to help the fire department put out the fire.

Ipcar, Dahlov. *The wonderful egg.* Garden City, New York: Doubleday, 1958. $3.25.
With simple words and vivid pictures this book tells of various kinds of dinosaurs and the eggs from which they hatch. This is not the most scientific presentation available on the subject, but it is an imaginative and exciting introduction to dinosaurs.

Johnson, La Verne. *Night noises.* New York: Parents Magazine Press, 1968. $3.50.
Billy lies in his bed and listens to the night noises and guesses what they are.

Joslin, Seagle. *What do you do, dear?* Eau Claire: Hale, 1961. $2.46.
A very amusing book about conduct for children with zany situations and proper answers.

Joyce, Irma. *Never talk to strangers.* Racine,Wisconsin: Western, 1968. $2.25.
These verses make sense in explaining when a stranger is not a stranger and may be spoken to.

Kaufman, Joe. *Fred fireman.* Racine, Wisconsin: Western, 1968. $.69.
This series describes basically and accurately different occupations and shows and explains uniforms and equipment used.

Krauss, Ruth. *The growing story.* New York: Harper and Row, 1947. $3.25.
A little boy watches things grow, but he doesn't realize until fall that he, too, has grown.

Kuratomi, Chizuko. *Helpful Mr. Bear.* New York: Parents Magazine Press, 1968. $2.95.
A charming story about Mr. Bear's visit to his friends in Rabbittown.

Leaf, Monro. *Health can be fun.* Philadelphia: Lippincott, 1943. $2.95.

Leaf, Monro. *How to behave and why.* Philadelphia: Lippincott, 1946. $2.95.

Leaf, Monro. *Manners can be fun.* Philadelphia: Lippincott, 1961. $2.95.

Leaf, Monro. *Safety can be fun.* Philadelphia: Lippincott, 1961. $2.95.

Lenski, Lois. *The little fire engine.* New York: Walck, 1956. $2.75.

Lenski, Lois. *Policeman Small.* New York: Walck, 1962. $2.75.

Longman, Harold. *Watch out! How to be safe and not sorry.* New York: Parents Magazine Press, 1968. $3.50.
Young readers will laugh and learn safety at the same time through this series of cautionary tales.

McDonald, Golden. *Red light, green light.* Garden City, New York: Doubleday, 1944. $2.50.
A story of traffic lights told in simple words and appealing pictures.

McGinley, Phyllis. *All around the town.* Philadelphia: Lippincott, 1948. $3.39.
Gay lilting verses about city sights and sounds are arranged in A-B-C order.

Miner, Opal. *The true book of policemen and firemen.* Chicago: Children's Press. $2.50.

Moore, Lilian. *Just right.* New York: Parents Magazine Press. 1968. $3.50.
A story of simple ecology, this book illustrates how various aspects of nature depend on one another.

Pfloog, Jan. *The nest book.* Racine, Wisconsin: Western, 1968. $2.66.
This book tells about nests and other wild animal homes: dens, burrows, and holes.

Pines, Craig. *Peter policeman.* Wayne, New Jersey: Western, 1968. $.69.
This book tells what the policeman does and it shows his uniform.

Politi, Leo. *The butterflies come.* New York: Scribner's 1957. $3.12.
A beautifully illustrated picture story which tells about the annual migration of the Monarch butterflies.

Puner, Helen, and Duvoisin, Roger. *Daddies: what they do all day.* New York: Lothrop, Lee and Shepard, 1946. $3.25.
Big colorful pictures and simple text describe fathers at work.

Schloat, G. Warren. *Adventures of a letter.* New York: Scribner's, 1949. $2.97.
This is a picture story of a letter from mailing to delivery.

Schneider, Nina. *Let's find out.* New York: William R. Scott, 1946. $3.25.
This book contains simple science experiments for the primary grades.

Schneider, Nina. *While Susie sleeps.* New York: William R. Scott, 1948. $3.25.
A charming picture story which tells what goes on while a little girl sleeps.

Scott, William R. *The water that Jack drank.* New York: William R. Scott. $1.75.
The story of water is told in the language and rhythm of "The house that Jack built."
Also *The milk that Jack drank.*

Slobodkin, Louis. *Thank you – you're welcome.* New York: Vanguard Press. 1957. $3.95.
Simple, clever verse and artistic illustrations teach good manners in a humorous manner.

Soule, Jean Conder. *Never trust a weasel.* New York: Parents Magazine Press, 1964. $3.50.
This laughter-filled book contains merry verses, lilting rhythms, and spirited pictures.

Ubl, Melvin John. *Eggs and creatures that hatch from them.* Chicago: Melmont 1967. $3.95.

Watts, Mabel. *The story of Zachary Zweem.* New York: Parents Magazine Press, 1967. $3.50.
Poor Zachary, a London school boy, finds himself last for everything and gets upset and angry at the alphabet.

Williams, Barbara. *I know a policeman.* New York: Putnam, 1966. $2.25.

Williams, Barbara. *I know a fireman.* New York: Putnam, 1967. $2.25.

Zaffo, George J. *The big book of real fire engines.* New York: Grosset and Dunlap, 1964. $1.00.
With lavish illustrations this book tells about what happens in a firehouse when an alarm is sounded.

Zion, Gene. *Harry the dirty dog.* New York: Harper and Row, 1956. $2.00.
A white dog with black spots gets so dirty that his family does not recognize him. His early objection to a bath disappears and he struggles to be clean again.

Zolotow, Charlotte. *The quarreling book.* Eau Claire, Wisconsin: Hale, 1963. $2.10.
When Mrs. James didn't get a goodbye kiss from her husband, she picked on Jonathon, who snarled at his sister, who was unkind to her best friend, and so it went all day. But in the end everyone is cheerful again.

BOOKS FOR ADULTS TO READ

The following books deal with the subject matter in this booklet. They would be appropriate for adult reading. Some are more technical, and some are for young readers but are included here for the approach which might be used by adults working with young children. The inclusion of books on this list is not to be taken as an endorsement.

Anderson, M., Elliot, M., and LaBerge, J. *Play with a purpose: Elementary school physical education.* New York: Harper and Row, 1966. $11.75.

Child Study Association of America. *What to tell your children about sex.* New York: Pocket Books, revised 1968. $.75.
This book contains questions and answers for adults as well as children in the field of sex information.

DeSchweinitz, K. *Growing up*. New York: Macmillan. $2.25.
This book, which was written for children, can be used by nursery school teachers for vocabulary and the manner of discussing the subject with children.

Duncan, Sidney (Editor). *What research says* series. Washington, D.C. National Education Association:
No. 22, Leeper, Sarah Hammond. *Nursery school and kindergarten*. $.25;
No. 24, Peck, Robert, and Mitchell, James F., Jr. *Mental Health*. $.25;
No. 33, Neue, Gertrude. Teaching the disadvantaged. $.25.

Griffin, Louise. *Big questions and little children: science and Head Start*. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1968. $.35. (Free to Head Start personnel.)

Griffin, Louise. *Using music with Head Start*. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1968. $.35. (Free to Head Start personnel.)

Greenberg, Sidonie M. *The wonderful story of how you were born*. New York: Doubleday. 1952. $2.50.
This is a comprehensive background for adults who must answer children's questions. It will be useful if used as recommended in "guide to parents," which is included.

Hymes, R., Mukerji, R., and Yonemura, M. *Schools for young disadvantaged children*. Early Childhood Education Series. Kenneth Wann, editor. New York: Teachers College Press. 1967. $2.95.
This book gives background information on the disadvantaged, administration techniques, the learning environment plus excellent chapters on curriculum, language experiences, and conceptual development.

Hiltz, Helen M. *Food for groups of young children cared for during the day*. Washington D.C.: Government Printing Office, 1966. $.25.
This book considers not only the selection and serving of food, but it also stresses the importance of helping children develop good eating habits and have pleasant associations with food and eating. Order number O-232-360.

Leeper, Sarah Hammond, and others. *Good schools for your children*. (Second edition) New York: Macmillan, 1968. $7.95.
This is a guide for working with three-, four-, and five-year-old children. Sections are on "Why schools for young children?", "The curriculum: Planning and teaching," and "Organizing programs in schools for young children." An extensive work covering all aspects of preschool education programs.

Levens, Dorothy. "A special preschool program at Vassar." *Young Children*, October 1966, Volume XXII, No. 1, Page 16.
This article contains a section of familiarizing the child with the doctor and the parts of an examination.

Levine, M.L., and Seligmann, J.H. *A baby is born.* New York: Golden Press, 1966. $1.95.
Although this book was written for students, it can be used by teachers of preschool children for vocabulary and the method of discussing the subject.

Mitchell, Barbara D. *Children's snacks: A head start to health.* Houston: University of Houston, Home Economics Department.
This booklet describes snacks for nursery schools, recipes, menus, amounts, and planning guide.

Nagel, C. and Moore, F. *Skill development through games and rhythmic activities.* Palo Alto, California: National Press Books, 1966. $6.50.
This book is for teachers of elementary children.

Read, Katherine H. *The nursery school.* (Revised edition) Philadelphia: W. G. Saunders, 1967.
This is one of the basic studies of nursery school children, gives wise counsel, is easily read, and contains many examples.

Ridenour, N. and Johnson, I. *Some special problems of children ages 2 to 5 years.* (Revised edition) Child Study Association of America, 1966.
This booklet provides excellent, practical help in dealing with children who hurt others, destroy property, use bad language, suck their thumbs, and show other problem behavior.

Robison, H. and Spodek, B. *New directions in the kindergarten.* Early Childhood Education Series, Kenneth Wann, editor. New York: Teachers College Press, 1965. $2.95.

Spencer, Mima. *Cooking for Head Start.* (tentative title). Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, available after May, 1969. $.35 (free to Head Start personnel).

Wagner, Guy, and others. *Games and activities for early childhood.* Darien, Connecticut: Teachers Publishing Corporation, 1967.
No. 48, Act out appointments, page 41.
No. 50, Dinner with the president, page 42.
No. 54, Knock knock who's there, page 44.
No. 64, Traffic jam, page 47.
The appendix of this book contains songs, records, poems, stories, and references.

Wolf, Anna W. M. *Helping your child to understand death.* New York: Child Study Association of America. 5.85.
A practical guide to the subject, typical questions, and a variety of answers are presented for teachers or parents.

RECORDS, FILMS AND POSTERS

The visual aids listed below include those which may be used for background information by the teacher, those to be used with parent groups, and those that may be used with the Head Start class. This is only a representative list, and inclusion does not constitute an endorsement.

AEtna Education Films
AEtna Life and Casualty
Hartford, Connecticut 06115
Films on safety.

Association for Childhood Education International
Films for Early Childhood Education
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
Film: *Food as children see it.*
Film: *Patterns for health* (Part of a series: "Head Start starts at home").

Bailey Films
6509 De Longpre Avenue
Hollywood, California 90028
Film: *Kittens: Birth and growth.*
Film: *Eggs to chickens.*

Carousel Films
1501Broadway
New York, New York
Film: *The day life begins.*

Children's Music Center
2858 West Pico Boulevard
Los Angeles, California 90023
Concept records, see catalog.

Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520
Records for physical fitness and health and safety through music.

Educational Record Sales
157 Chambers Street
New York, New York 10007

Record: *Good manners/health and safety.*
Record: *Health can be fun.*

Encyclopedia Britannica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Filmstrip: *Health stories (set of 6).*
Filmstrip: *Safety stories (set of 6).*
Filmstrip: *Safety tales* – Disney (set of 6).

Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

Catalog on safety.
Film: *Healthy families.*
Film: *A community keeps healthy.*

Levine, Milton I, and Rae, Melba. *A child's introduction to sex.*
Wonderland Records No. 1459, 33 1/3, $1.98.

National Education Association
Safety Education Commission
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Poster: *Ducks don't sink but you can.*
Chart: *How can you help younger children behave safely?*
Poster: *Playground safety.*

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Posters: *Keeping city clean/Hospital helpers.*
Filmstrip: *Health.*
Filmstrip: *How we get our food.*
Filmstrip: *Story of milk.*

OTHER SOURCES OF INFORMATION

These sources of information are included for the convenience of the reader. Their inclusion is not an endorsement of their products, but it is meant to suggest places to contact about equipment and supplies or to get further information.

ABC School Supply, Inc.
437 Armour Circle, N.E.
P.O. Box 13084
Atlanta, Georgia 30324

ABC traffic safety teaching aids.
How I grow healthy (poster).
Rhythm records for physical fitness.
Anatomy models.

American Academy of Pediatrics
Accident Prevention Committee
P.O. Box 1034
Evanston, Illinois 60204

Obedience means safety for your child. Teaching children to mind: tips for parents and teachers.
Responsibility means safety for your child. How parents can teach their children to be responsible. Toddler and preschool sections included.

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

All about vision. A catalog of pamphlets, books, films, and other material.
Volumes on vision. Booklist including children's books.

Associated School Distributors, Inc.
ASACO
220 West Madison Street
Chicago, Illinois 60606

Traffic safety teaching aids.

Child Study Association of America
9 East 89th Street
New York, New York 10028

Source materials in family living and sex education. A catalog of resources.

Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64131
Teaching pictures, traffic safety materials, and nutrition aids.

David C. Cook Publishing Co.
Public and Private School Division
Elgin, Illinois 61020
Teaching pictures on health and safety.

Farmers Insurance Group Safety Foundation
4680 Wilshire Boulevard
Los Angeles, California 90054
Free pamphlets on safety are available from this company.

Ginn and Company
Statler Building
Boston, Massachusetts 02117
Pictures, charts, teaching manual.

Hubbard Scientific Company
The Colorado Geological Industries, Inc.
1244 East Colfax Avenue
Denver, Colorado 80218
This company sells models of the human body and body parts and overhead transparencies in the field of health, physiology, and science.

Metropolitan Life Insurance Company
Health and Welfare Division
1 Madison Avenue
New York, New York 10010
or
600 Stocton Street
San Francisco, California 94120
Free materials for adult use. Ask for catalog entitled *Publication on health and safety*.

Nasco
Ft. Atkinson, Wisconsin 53538
Instructor Handbook Series
No. 342 *Activities that teach health.*

National Education Association of the United States
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Catalog of publication and audio visual materials, 1968 and 1969.
Classroom teacher series in health, education, physical education, and recreation.

National Institutes of Health
Office of Information
Office of the Director
Public Health Service
9000 Rockville Pike
Bethesda, Maryland 20014

Pamphlets on health and common diseases.

National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

Kit for community safety program including pamphlets and sources of material or help.

Office of Economic Opportunity, Project Head Start
1200 19th Street, N. W.
Washington, D. C. 20506

Nutrition Kit. This kit contains guides for preparing meals, instructing courses for parents, and teaching preschool children.

Play Art Educational Equipment
120 Maplewood Avenue
Philadelphia, Pennsylvania 19144

Safety signs, play doctor and nurse sets, and physical fitness record.

The Play Schools Association
120 West 57th Street
New York, New York 10019

Publications and films. Price list available.

Prudential Insurance Company of America
Western Home Office
Terminal Annex Box 2314
Los Angeles, California 90054

Free pamphlets on aspects of health:
Is your home safe for your children?
There's more to food than eating.
It's fun to be healthy.

Public Health Service
Office of Public Affairs
Consumer Protection and Environmental Health
200 C Street
Washington, D.C. 20201

Pamphlets on health and communicable diseases.

The Rice Council
P.O. Box 22802
Houston, Texas 77027

Free literature on nutritional value and recipes for rice.

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Home and Garden Bulletin No. 127. *Milk in family meals.* 1967. $.15. Order number 0-265-514.

Leaflet No. 268 USDA. *Eat a good breakfast.* 1967. $.05. Order number 1967 0-271-210.

Leaflet No. 424 USDA. *Food for fitness.* 1967. $.05. Order number 1967-0-249-918.

Home and Garden Bulletin No. 5. *Food for the family with young children.* 1968. $.10. Order number 1968-0-314-791.

Home and Garden Bulletin No. 42. *Money saving main dishes.* 1966. $.20.

3 to 7 Playways
St. Paul Book and Stationery Co.
Sixth and Cedar Streets
St. Paul, Minnesota 55101

Teaching aides, puzzles, and posters.

United Nations Educational, Scientific and Cultural Organization
UNESCO Publications Center
317 East 34th Street
New York, New York 10016

Education and mental health, Wall, W. D.

Sets out the major controversial issues in education today and indicates their implications for mental hygiene. Intended to encourage discussion and practical action. 1967. 347 pages. $4.00.

Mental hygiene in the nursery school.

Report on joint WHO-UNESCO, expert meeting in Paris, 1951, 1953, 33 pages. $2.00.

LIST OF PUBLISHERS

The addresses of publishers cited elsewhere in the bibliography are listed here as a convenience to the reader.

ARCO Publishing Company, Inc.
219 Park Avenue South
New York, New York, 10003

Children's Press
1224 West Van Buren Street
Chicago, Illinois 60607

Child Study Association of America
9 East 89th Street
New York, New York 10028

Doubleday and Company, Inc.
Garden City, New York 11530

ERIC Clearinghouse on Early Childhood Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Golden Press
850 Third Avenue
New York, New York 10022

Grosset and Dunlap, Inc.
51 Madison Avenue
New York, New York 10010

E.M. Hale and Company
1201 South Hasting
Eau Claire, Wisconsin 54701

Harper and Row Publishers
49 East 33rd Street
New York, New York 10016

The John Day Company, Inc.
62 West 45th Street
New York, New York 10036

J.B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

Lothrop, Lee and Shepard Company, Inc.
381 Park Avenue South
New York, New York 10016

The Macmillan Company
866 Third Avenue
New York, New York 10022

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Press Books
850 Hansen Way
Palo Alto, California 94304

Parents Magazine Press
52 Vanderbilt Avenue
New York, New York 10017

G.P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

W.B. Saunders Company
West Washington Square
Philadelphia, Pennsylvania 19105

William R. Scott, Inc.
333 Avenue of the Americas
New York, New York 10014

Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10017

Teachers College Press
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

Teachers Publishing Corporation
23 Leroy Avenue
Darien, Connecticut 06820

Vanguard Press, Inc.
424 Madison Avenue
New York, New York 10017

Henry Z. Walck, Inc.
19 Union Square West
New York, New York 10003

Western Publishing Company, Inc.
1220 Mound Avenue
Racine, Wisconsin 53404

BOOK WHOLESALERS

Book wholesalers make available books from various publishers. The following list includes wholesalers whose reputations are good among librarians; however, inclusion in this list must not be considered an endorsement; nor should the exclusion be considered a critical judgement.

Richard Abel & Co., Inc.
Box 4245
Portland, Oregon 97208

ACME Code Co., Inc.
102 First Street
Hackensack, New Jersey 07601

Alanar Book Processing Center, Inc.
(Div. of Bro-Dart Inc.)
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

ALESCO
(American Library & Educational
Service Co.)
404 Sette Drive
Paramus, New Jersey 07452

The Baker & Taylor Co.
Eastern Div.: 50 Kirby Avenue
Somerville, New Jersey 08876

The Baker & Taylor Co.
Midwest & Southern Div.: Gladiola Avenue
Momence, Illinois 60954

The Baker & Taylor Co.
Western Div.: 380 Edison Way
Reno, Nevada 89502

Bookazine Co., Inc.
303 West Tenth Street
New York, New York 10014

Book Jobbers Hawaii, Inc.
801 Halekauwila Street
Honolulu, Hawaii 96813

Bro-Dart, Inc.
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Campbell and Hall, Inc.
1047 Commonwealth Avenue
Boston, Massachusetts 02117

Dimondstein Book Co., Inc.
38 Portman Road
New Rochelle, New York 10801

Emery-Pratt Co.
1966 West Main Street
Owosso, Michigan 48867

A.C. McClurg & Co.
2121 Landmeier
Elk Grove, Illinois 60007